

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BSc (Hons)
4	Programme Title	Information Systems Information Systems with Accounting Information Systems with Business Studies Information Systems with Management Information Systems (Industrial Placement) Information Systems with Accounting (Industrial Placement) Information Systems with Business Studies (Industrial Placement) Information Systems with Management (Industrial Placement)
5	UCAS/Programme Code	G500, G5N4, G5N1, G5N2, G504, G5NK, G5NC, G5NF
6	Programme Accreditation	British Computer Society
7	QAA Subject Benchmark(s)	Computing
8	FHEQ Level	6
9	Date written/revised	6 th June 2014

10 Programme Aims

1. To produce graduates who will be well suited to developing applications of IT, building on standard software and hardware platforms, and understanding and performing computer system administration. They will have a depth of knowledge of key computing science topics, supplemented by a breadth of knowledge that encompasses other subject areas such as economics, accounting, business management or law, or skills in a modern language (e.g. French, Spanish). We envisage them going on to employment in an administrative/commercial environment doing system management or applying their Information Systems skills in that environment. They would also be well-suited to what we see as a growing market in the development of material for network information services, electronic publishing and similar areas
2. To provide a flexible programme that allows students to specialise in particular areas:
 - a. Students with a degree in Information Systems with Accounting or Information Systems with Accounting (Industrial Placement) will additionally have an understanding of the discipline of accounting and its regulatory frameworks, experience of elementary accounting reporting systems and an understanding of advanced topics such as management accounting and taxation.
 - b. Students with a degree in Information Systems with Management or Information Systems with Management (Industrial Placement) will additionally have understanding of management theory and practice and be able to demonstrate management skills, together with an understanding of advanced topics such as e-business and human resource management.

3. Students with a degree in Information Systems with Business Studies or Information Systems with Business Studies (Industrial Placement) will additionally have a breadth of understanding of topics in Marketing. To provide a programme that equips students with subject-specific and transferable skills that will enable them to pursue a variety of careers within, and outside, the IT industry, including research.
4. To provide a programme which meets the accreditation requirements of appropriate professional bodies, thus providing the basis for further professional development and lifelong learning.
5. To provide a programme which meets the FHEQ at Honours level and which takes appropriate account of the subject benchmark statements in Computing.
6. For those students taking a programme with industrial placement, to provide students with the opportunity to develop their skills within an industrial setting.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements in Computing.

Knowledge and Understanding

On completing the programme students should have gained and able to demonstrate knowledge and understanding of:

- A1. A diverse range of programming paradigms and languages supported by programming language principles
- A2. The principles of software engineering
- A3. Professional issues, including legal and ethical aspects of professional practice, professional development, social roles and effects of computing systems
- A4. Communicating information
- A5. Research techniques
- A6. Techniques for distributed and Internet programming
- A7. Other subject areas as appropriate to the specialism and/or choice of modules from other Schools

Teaching and Learning Methods

Lectures are the main way of imparting knowledge and understanding (A1-A7), but tutorials are also used. Practical classes feature prominently, especially to support the Stage 1 programming modules (A1, A2). Visiting speakers provide seminars on aspects of being an IT professional (A3). Students are expected to contribute to their own learning experience by independent reading. They are provided with references to books which are categorised as *essential*, *recommended*, and *background* reading, as well as scientific papers and other learning materials including appropriate web URLs. In addition, an industrial placement will involve the development of knowledge within an industrial setting.

Assessment Strategy

Knowledge and understanding are assessed by means of closed and open book written examinations, and coursework, including team and individual project reports and log books (A1-A7).

Intellectual Skills

On completing the programme students should be able to understand and undertake:

- B1. Carrying out the process of software development, including: the analysis of system requirements: the production of system specifications using appropriate models and techniques
- B2. The use of a variety of advanced (especially object-oriented) programming languages and paradigms
- B3. The use of a variety of advanced computer-based (including operating) systems
- B4. The use and provision of network information services
- B5. The use of a variety of programming languages and paradigms
- B6. The design and implementation of user interfaces
- B7. The introduction, customization and management of IT systems
- B8. Giving advice and support to users in the operation of their IT systems
- B9. The identification and implementation of appropriate algorithms and data structures
- B10. Project management skills, including estimation and planning
- B11. The application of IT systems to other subject areas depending on specialism
- B12. Designing and building realistic distributed systems and Internet applications
- B13. Integration of a wide variety of protocols and platforms
- B14. Other skills as appropriate to the specialism and/or choice of modules from other Schools

Teaching and Learning Methods

A team project at Stage 2 gives students experience of working with others to engineer a complex piece of software (B1-B10). When taken, the industrial placement will require students to produce solutions to a customer's requirements (B1-B10). An individual project at Stage 3 requires students to relate their IT knowledge, experience and skills to a different subject area (B14). In all other modules coursework is used to develop many of these skills (B1-B13). Appropriate teaching and learning strategies are employed by external Schools to develop relevant skills (B14).

Assessment Strategy

Subject-specific and professional skills are assessed by coursework (B1-B14).

Practical Skills

On completing the programme students will have:

- C1. The ability to conduct investigations using the technical and professional literature
- C2. The ability to use and evaluate appropriate tools and techniques
- C3. The ability to undertake empirical evaluation of alternative solutions
- C4. The ability to solve problems by identifying suitable approaches to using computer-based systems.

Teaching and Learning Methods

All modules involve coursework, much of which involves problem solving skills (C4). This is especially so in the team and individual projects and, when taken, the industrial placement where students need to select, evaluate and apply appropriate tools and techniques (C2). Here and elsewhere students will need to investigate possible alternatives in the technical and professional literature (C1, C3).

Assessment Strategy

Practical skills are assessed by a range of coursework (reports, design documents, etc.) (C1-C4).

Transferable/Key Skills

On completing the programme students should be able to use the following skills:

- D1. Written communication
- D2. Problem solving
- D3. Interpersonal communication
- D4. Initiative
- D5. Oral presentation
- D6. Adaptability
- D7. Teamwork
- D8. Numeracy
- D9. Planning and organisation
- D10. Computer literacy

Teaching and Learning Methods

Key skills feature throughout the programme; teamwork in the Stage 2 team project (D7); oral presentation, interpersonal communication, and planning and organisation in the module on Information Handling, and the final year project module, as well as the Stage 2 team project and when taken, the industrial placement (D3, D5, D9); written communication in all modules, but especially in the final year project (D1); all students will have a basic level of numeracy (at least a C in GCSE Maths) and these skills are used and developed by exercises in the programming modules and in the second year module on Information Handling (D8); computer literacy, problem solving, initiative and adaptability are necessarily covered throughout the programme (D2, D4, D6, D10).

Assessment Strategy

Key (transferable) skills are assessed by both written and oral presentations, in particular in the Stage 2 Information Handling module (D1-D10). Teamwork in the Stage 2 team project is assessed both by the module leader at team oral presentations and by a team monitor (a member of teaching staff) who attends team formal meetings (D5, D7). When taken, the industrial placement is assessed by the Module Leader with input from an industrial supervisor and on a pass/fail basis. No resit opportunity is available. Students who fail the placement are able to proceed to Stage 3 of the corresponding "without Industry" programme.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

This programme has 3 Stages and when an industrial placement is taken, an intercalating year between stages 2 and 3. Students are required to take 120 credits at each Stage (except during an intercalating year).

At each Stage students take 80 compulsory credits worth of Computing Science modules and a further 40 credits of non-Computing modules. The diet of modules taken must be agreed by the Degree Programme Director who will need to ensure that a sufficient number of modules are taken at an advanced level.

A range of optional Computing Science modules is available at Stage 3 from which students choose at least one module, however all students must take the 40-credit individual project module CSC3595.

Key features of the programme (including what makes the programme distinctive)

Students may elect to study one or two semesters of their final year abroad at one of our ERASMUS partner institutions.

Students taking one of the industrial placement degrees will take an industrial placement year between Stages 2 and 3.

To gain BCS accreditation students are required to have studied Stages 2 and 3 at the Newcastle campus. Students must have also passed a problem-solving project at the first attempt.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Students are no longer admitted to these programmes

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support team provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Learning, Teaching and Student Experience Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Learning, Teaching and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Student-Staff Committee.

Student evaluations

All modules and stages* are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking students' views on the quality of the learning and teaching. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

*With the exception of intercalating years and the final stages of undergraduate programmes.

Mechanisms for gaining student feedback

Feedback is channelled via the Student-Staff Committee and the Board of Studies.

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

All programmes covered by this Degree Programme Specification were accredited by the British Computer Society in October 2008.

Additional mechanisms

None.

16 Regulation of assessment

Pass mark

The pass mark is 40.

Course requirements

Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions (<http://www.ncl.ac.uk/regulations/docs/>). In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Weighting of stages

The marks from Stages 2 and 3 will contribute to the final classification of the degree

The weighting of marks contributing to the degree for Stages 2 and 3 is 50 : 50

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Modules used for degree classification	Modules not used for degree classification
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching, Learning and Student Experience Committee, following recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

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The University Prospectus: <http://www.ncl.ac.uk/undergraduate/>

The School Brochure: <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

The University Regulations: <http://www.ncl.ac.uk/regulations/docs/>)

The Degree Programme Handbook:
<http://www.ncl.ac.uk/computing/current/studenthandbook/>)

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	CSC1011, CSC1014, CSC1016, CSC2513, CSC2015, CSC2511, CSC3722, CSC3595
A2	CSC1011, CSC1014, CSC2513, CSC2015, CSC2511, CSC3721, CSC3722, CSC3622, CSC3595
A3	CSC1014, CSC1015, CSC2015, CSC2511, CSC2512, CSC3721, CSC3722,
A4	CSC1014, CSC1016, CSC2513, CSC2015, CSC2512, CSC3721, CSC3722, CSC3595
A5	CSC3595
A6	CSC1014
A7	non-CSCXXX modules.
B1	CSC1011, CSC1014, CSC1016, CSC2513, CSC2015, CSC2511, CSC3622, CSC3422, CSC3595
B2	CSC1011, CSC1014, CSC1016, CSC2015, CSC2511, CSC3595
B3	CSC1011, CSC1014, CSC1016, CSC2513, CSC2015, CSC2511, CSC3622, CSC3723, CSC3722, CSC3595
B4	CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2511, CSC3721, CSC3722,
B5	CSC1011, CSC1014, CSC1016, CSC2015, CSC2511, CSC3722, CSC3595
B6	CSC1014, CSC1016, CSC2015, CSC2511, CSC2512, CSC3721, CSC3722, CSC3723, CSC3595
B7	CSC1014, CSC1015, CSC1016, CSC2513, CSC3721, CSC3722,
B8	CSC1014, CSC1015, CSC3721, CSC3722,
B9	CSC1011, CSC1014
B10	CSC2015, CSC3595
B11	CSC1014, CSC3721, CSC3722,
B12	CSC1014, CSC3722
B13	CSC1014, CSC1016, CSC3722
B14	non-CSCXXX modules
C1	CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2511, CSC2512, CSC3622, CSC3721, CSC3722, CSC3723, CSC3595
C2	CSC1011, CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2511, CSC2512, CSC3721, CSC3722, CSC3723, CSC3595
C3	CSC1011, CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2511, CSC3721, CSC3722, CSC3723, CSC3595
C4	CSC1011, CSC1014, CSC1016, CSC2513, CSC2015, CSC2511, CSC3622, CSC3721, CSC3722, CSC3723, CSC3595
D1	CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2511, CSC2512, CSC3721, CSC3722, CSC3622, CSC3595
D2	CSC1011, CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2511, CSC2512, CSC3622, CSC3722, CSC3723, CSC3595
D3	CSC1015, CSC2015, CSC2511, CSC2512, , CSC3595
D4	CSC1011, CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2511, CSC2512, CSC3622, CSC3721, CSC3722, CSC3595,

D5	CSC1015, CSC2015, CSC2512, CSC3595
D6	CSC1011, CSC1014, CSC1015, CSC1016, CSC2015, CSC2511, CSC2512, CSC3722, CSC3595
D7	CSC1015, CSC2015,
D8	CSC2015, CSC2512, CSC3722
D9	CSC1011, CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2512, CSC3721, CSC3722, CSC3595
D10	CSC1011, CSC1014, CSC1015, CSC1016, CSC2513, CSC2015, CSC2511, CSC2512, CSC3622, CSC3721, CSC3722, CSC3595